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ABSTRACT

The status of the California Community Colleges (CCC) Library and Learning Resources Program (LLRP) is described in this report, which reviews a systemwide survey of the LLRP completed in the 1988-89 academic year; and provides a national and statewide context for ongoing discussions of the relationship between the LLRP and the CCC Board of Governors' basic agenda. Survey highlights, based on responses from 103 of the 104 active LLRP's, include following: (1) more than 7,000,000 resources were found in the CCC's LLRP statewide; (2) campus collections ranged from 7,500 to 164,000 volumes, while periodical collections ranged from 51 to 1,275 current titles; (3) librarians and media faculty offered more than 13,000 tours and 340 instructional sections to 190,000 students during the 1988-89 academic year; (4) LLRP staffing ranged from 1 to as many as 36; (5) students worked more than 1,000,000 hours annually in the LLRP systemwide; (6) underutilization of resources was attributed to the lack of electronic linkages within the LLRP, weekend closures, limited weekday hours, and insufficient annual local college expenditures on LLRP's; and (7) the survey respondents indicated the need for expanded facilities, given that total square footage of facilities could only accommodate 2.7% of the total systemwide enrollment. A series of recommendations for improving the CCC's LLRP and a review of national trends are included. Appendixes provide an in-depth presentation of survey methodology and findings; a chronology of systemwide LLRP activities undertaken with California State Library funding, 1985-90; and a work plan for the development of the LLRP. (PAA)

ED351067

Board of Governors
California Community Colleges
May 14-15, 1992

LIBRARY AND LEARNING RESOURCES PROGRAM: STATUS AND NEEDS

7

A Report

Staff Presentation: *Rita Cepeda, Vice Chancellor*
Transfer and General Education

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Library and Learning Resources Programs

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Board of Governors
California Community Colleges
May 14-15, 1992

LIBRARY AND LEARNING RESOURCES PROGRAM: STATUS AND NEEDS 7

A Report

Background

Authority to establish library services and standards is provided in the *Education Code*, Section 78100, which states that "The governing board of each community college district shall provide library services for the students and faculty of the district by establishing and maintaining community college libraries or by contractual arrangements with another public agency."

Section 78101 of the *Education Code* gives the Board of Governors the responsibility to adopt standards, rules, and regulations for the California Community Colleges library services. In addition, Section 55841, Title 5 of the *California Code of Regulations*, mandates that an annual report on the condition of libraries be submitted by each district to the Chancellor's Office. This report has been prepared in response to that mandate. It is the first to be submitted, and as such, contains a broad base of information, which is to serve as the basis for subsequent work in this area.

In 1985, the California State Library awarded a Library Services and Construction Act (LSCA) grant to the Chancellor's Office, to establish a systemwide framework for the Library and Learning Resources Program. Included within this framework were research, planning, and development activities for the Library and Learning Resources Program for the Community College system. In 1989, the Board of Governors requested and received a budgetary augmentation that resulted in the establishment of a full-time staff position designated to continue the development and implementation of activities and program policies for Libraries and Learning Resources Programs. The background materials justifying the augmentation identified a workplan which included media programs, tutorial programs, learning assistance, and telecommunications. Despite these gains, Chancellor's Office resources are still minimal given the scope of work ahead for the system, particularly in comparison to the resources which are available to systemwide offices for the University of California and the California State University, respectively.

Finally, the timeliness of this report is important given the recent focus on the Library and Learning Resources Program by the California Planning Commission for Educational Technology and the Commission on Innovation. Established by the

Board of Governors, the Commission on Innovation is charged with seeking alternative and innovative strategies to deal with systemwide competing priorities in the face of reduced resources. AB 1470, the Educational Technology Act of 1989, established the California Planning Commission for Educational Technology. Its charge is to develop a long-range master plan for educational technology for the state in light of three issues: (1) the lack of coordinated evaluation and assessment of program practices for integrating technology into instruction, (2) the coordinated delivery of information and resources related to educational technology across the state, and (3) the need for a State-level comprehensive long-range plan for educational technology.

Analysis

This agenda item describes the status of the California Community Colleges Library and Learning Resources Program, and presents highlights from a recent systemwide survey of this program. The completion of this survey, in 1988-89, is significant because it represents the response from 103 of the 104 active programs systemwide. In addition, these data constitute the first comprehensive database on the Library and Learning Resources Program for California Community Colleges.

One of the most important results associated with the survey findings is that it documents the need for a long-range comprehensive plan for systemwide library and learning resources programs. The data gathered through the survey serves not only to inform, but also to guide ongoing discussions currently underway in a number of forums regarding: (1) the state of the system's libraries, (2) currency and accessibility of information for instruction and research, and (3) program accountability and operational efficiency. It is important to note that the long-range planning process proposed in this report is already in place within each of the other segments of education and the public libraries.

This item also serves to: (1) provide a national and statewide context, (2) define library and learning resources programs, (3) analyze systemwide data, and (4) discuss the relationship of these programs to the Board of Governors, *The Basic Agenda: Policy Directions and Priorities for the Nineties.*

Appendix A provides a more expansive summary of the findings; Appendix B provides a chronology of systemwide activities undertaken by library and learning resources personnel from 1985-1990 to advance the Library and Learning Resources Program; and Appendix C is a prioritized workplan for the development of a statewide library and learning resources program. A full report of the survey findings is available and will be mailed separately upon request.

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LIBRARY AND LEARNING RESOURCES PROGRAM TRENDS AND DEVELOPMENT

California

Background

The ability of the Chancellor's Office to provide the necessary leadership to support the development of the Libraries and Learning Resources Program, and other program areas of systemwide importance, has historically been hampered by limited resources. In 1985, in recognition of this problem professionals in the field initiated a concentrated effort to seek the necessary resources to support systemwide efforts in this area. In particular, a workplan was developed for the purpose of understanding the status of Community College libraries, and to address several specific issue areas including:

- The libraries' ability to maintain current and adequate collections to support students and faculty in the teaching-learning process;
- The ability of the Program to access information systemwide;
- The level of involvement in resource sharing and networking within the system and external to the system;
- The role of the libraries in supporting the mission of the Community Colleges;
- The level of personnel needed to undertake the management, technical and instructional components of the Program; and,
- Evaluation of the library programs within California Community Colleges in relation to national characteristics, standards, and trends.

This workplan was supported by the Library Services and Construction Act (LSCA) grant to the Chancellor's Office from the California State Library. A listing of activities undertaken is detailed in Appendix B.

LIBRARY AND LEARNING RESOURCES PROGRAM

National

At the same time that stepped up efforts were occurring within the state of California, the focus on the role of libraries in the delivery of instructional support services was also being explored nationally. For example, in the early 1980s, the term "Learning Resources Program" began to replace "Community College library programs" as the preferred descriptor by the academic community and its oversight bodies. The Library and Learning Resources Program is defined as:

> "an organizational configuration which provides library and media materials and services and which can provide in addition various specialized services and perform other instructional responsibilities." (*Standards for Two-Year College Learning Resources Program*, 1989, p. 496)

and by the Western Association of Schools and Colleges as:

> ". . . the library and its collections, learning laboratories and centers, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house equipment and services." [*Handbook of Accreditation and Policy Manual.* 1987 Edition]

This broadened definition of library services is reflected in the literature yielding alternative organizational patterns for the delivery of these services. This new construction describes these program services as those that provide the people, equipment, facilities, materials, ideas, services, and management to facilitate and improve learning, and ideally are incorporated under a central administration. An example of some of the programs and services, which may be housed within one of these centers, may include:

- Audio-tutorial labs
- Audio-visual equipment and maintenance
- Library technical services
- Computing services
- Faculty and educational development
- Institutional archive
- Bibliographic control
- Library public services
- Media production
- Telecommunications
- Learning labs
- Reprographics

This, by no means, is an exhaustive list. A more comprehensive list of additional programs, which may be part of a Learning Resources Program are included in the 1989 *Standards for Two-Year College Learning Resources Program*, a joint publication of the American Library Association and the Association of Educational Communications Technology, developed in cooperation with the American Association of Community and Junior Colleges.

National Trends and the Impact on Community Colleges

In direct response to the changing needs of students and faculty, the learning resources concept further evolved within Community College libraries. Some of the particular factors most responsible for that change include:

- Increased diversity of the college student population,
- Changes in teaching-learning theories which incorporated many sources and modes of learning and delivery, and
- Revolutionary changes which continue to occur in the information industry in particular, the production, storage, and dissemination of information.

The Library and Learning Resources Program now function as an integral part of the learning delivery system available to enhance the teaching-learning process. While the basic work of the library – the identification, acquisition, organization, storage, retrieval, and delivery of information and learning materials – continues, the formats and delivery systems for that information have changed dramatically. Consequently, these changes have also impacted the organization and administration of libraries themselves.

The Library and Learning Resources Program is an organizational structures which can centralize access, administration and control of materials, equipment, budget, and personnel. Some of the advantages resulting from this centralized approach result in the Program's ability to: 1) focus on the learner and his or her respective needs, 2) serve as a link in assisting students to comprehend the instruction received in the classroom, and to complete assignments and achieve personal success, 3) reduce unnecessary duplication, if clustered together, and 4) maximize the learning support that can be provided to all students.

ANNUAL 1988-1989 LIBRARIES AND LEARNING RESOURCES PROGRAM

Data Survey

The California Community College libraries, like their parent organizations, are in an environment conditioned by revolutionary changes in information technology, the teaching-learning process and by a growing need to make education more accessible to an increasingly diverse cultural and ethnic student populations. Consequently, libraries have evolved from being just a depository for materials or as a quiet place for study, to a learning resources laboratory vital to learning and instruction.

Summary of Highlights

This section selects highlights from an extensive survey of the California Community Colleges Libraries and Learning Resources Program, based on data from the 1988-89 academic year, which best illustrates the changes in the field. A more in-depth discussion of these highlights is presented in Appendix A. Ninety-four percent of all programs responded to the survey. Nevertheless, a cautionary note is necessary regarding the limitations of the data given the variability of programs systemwide. There are a number of tables and figures which have been included to allow the reader to draw some conclusions, and it is expected that subsequent efforts will further refine the data base.

- More than 7,000,000 resources are found in the California Community Colleges Library and Learning Resources Program statewide (Figure 2, Appendix A).

- Campus collections range from 7,500 volumes to 164,000 volumes. Periodical collections range from 51 to 1,275 current titles. Five colleges have collections smaller than the 20,000-book volume and the 230 titles that the professional associations have established as a standard.

- Findings reveal that incoming college students, even those who have had prior library instruction, are not information-literate and thus, are unable to use academic libraries. To address this issue, librarians and media faculty offered more than 13,000 tours and 340 instructional sections to nearly 190,000 students.

- There is great variability regarding the organizational structure, staffing, and classification of personnel allocated to Program. Staffing resources ranged from a low of 1, to as many as 36, in a given institution. Some of this

variability is explained by the great diversity of our institutions, but there is evidence of a need for a greater degree of uniformity.

- There are approximately 30 classification titles used statewide for the person responsible for the operation of programs and services. Of that number, 11% carry the title of director, Learning Resources Center, and 9.8% are administered by Deans of Learning Resources Centers (Figure 4, Appendix A).

- Students worked more than 1,000,000 hours annually in the Program systemwide. This is the equivalent of approximately 600 full-time employees.

- The capital investment (replacement cost) in Community College libraries is approximately 500 million dollars. Respondents consider this investment as underutilized, citing some of the following reasons:

  - The resources are not accessible to faculty and 1.5 million students enrolled in Community Colleges statewide, because the Program is not electronically linked and the Community Colleges lack the necessary infrastructures and resources to address this problem.

  - Access to these resources is limited on weekends, with 46% of the libraries and 20% of the media programs closed on Saturdays. Fifteen percent of the libraries are closed and none of the media programs are open on Sundays.

  - Hours of access to library collections ranged from 39.5 hours to 127.5 hours a week, with the average being 64 hours. Media program hours range from 20 hours to 93 hours per week, with the average being 61 hours.

  - Of the more than 2,200 full- and part-time persons, excluding students employed in this Program statewide, 1,369 are classified, 339 are library or media faculty, and 121 are management or supervisory (Figure 5, Appendix A).

  - The average California Community College expends approximately 4.2% of its total budget on learning resources. Respondents rated current budget allocations as insufficient for the development of an adequate collection to support the instructional program.

- Respondents indicated the need for expanded facilities, noting that programs are housed in approximately 2,288,329 assignable square feet, and can only accommodate 2.7% percent of the total systemwide enrollment.

Future Steps

Based on the survey findings as summarized, there are a series of issues that require further review and consultation. These can be categorized into three broad areas: 1) to continue statewide planning and development; 2) to develop a data management and accountability system; and 3) to create a statewide infrastructure to support program development. It is clearly understood that there is an urgent need to prioritize the activities within each of these categories; particularly in light of the staffing and resource constraints facing not only the Chancellor's Office, but the system as well. Some of the specific activities to be considered in this prioritization within each of the areas noted are indicated below.

The implementation of statewide planning and development to examine:

- The role and responsibilities of the Library and Learning Resources Program in advancing the mission and priorities of the California Community Colleges;
- The need for an organizational management study;
- The need to strengthen information literacy programs as an integral component in the delivery of instructional support services to facilitate student access and success;
- Strengthening statewide coordination and leadership support through increased resources at the Chancellor's Office;
- Models that identify the infrastructures essential for the development of Library and Learning Resources Program for inclusion in the Chancellor's Office research agenda;
- The development of strategies to increase funding for the Library and Learning Resources Program;
- The need to strengthen the relationship between Library and Learning Resources Program and instruction;

The development of a data management and accountability system is:

- To develop a decision support system and accountability model for the Library and Learning Resources Program;

The creation of a statewide infrastructure for Program development:

- To increase access and the ability of the Library and Learning Resources Program to share resources with students and faculty statewide;
- To establish uniform standards for the Library and Learning Resources Program;
- Continued submittal of Budget Change Proposals to fully operationalize and continue the research for the development of a comprehensive Community College Library and Learning Resources Program;
- To review staffing issues related to libraries and learning resources in relationship to the minimum standards established in Section 58724 of the *California Code of Regulations* (Title 5).

Conclusion

While the 103 responding Community College Library and Learning Resources Program have much in common, they also vary greatly in organization, size of collections, facilities, staffing patterns, and expenditures. This variability is further reflected in the services and programs provided, and the need for planning tools and equipment to facilitate availability, accessibility, and network participation.

There are clear implications regarding the role of the Libraries and Learning Resources Program which impact access, maximize student learning, support basic skills instruction, and prepare students for academic success and the world of work. The dividend both in the long- and short-run, are self-evident. It is important, therefore, that a policy framework be established, which builds on existing mandates and helps to focus systemwide resources in this area. The Chancellor's Office can assume leadership for facilitating this work. For example, the *Education Code* Section 78101, states that "the board of governors shall adopt standards, rules, and regulations for Community College library services." However, there are no working definitions, nor are there regulations for the Library and Learning Resources Program to facilitate AB 1725 mandates or the related priorities of the Board of Governors, as outlined in *The Basic Agenda: Policy Directions and Priorities for the Nineties.*

Linked to the goal of Chancellor's Office leadership is the issue that the expansive nature of the work ahead requires not only increased partnerships with local programs, but also increased state-level resources. Given the serious fiscal crisis facing California, creative alternatives must be explored. In the meantime, efforts to strengthen the coordination and development of the Libraries and Learning Resources Program and their activities continue to be pursued through the budget change proposal process and by the exploration of external funding sources. Finally, the Transfer and General Education Division of the Chancellor's Office has identified a prioritized workplan to advance and coordinate support for this area. This plan is designed to direct – thus, maximize – the Division's resources toward specific goals and objectives. The workplan is outlined in Appendix C.

Appendix A

APPENDIX A

Data Survey

Design and Methodology of the Survey

Part of the Library Services and Construction Act (LSCA) grant from the California State Library (1985-1987) funded a baseline data committee to develop a data collection instrument that would enable uniform data collection from California Community Colleges library and media programs. The survey instrument was modeled after similar survey instruments including, the California Department of Education's Integrated Postsecondary Education Data (IPED) instrument. The first survey, which is the basis for this report, was administered in the spring of 1990 and reflects the activity for Fiscal Year 1988-89. The specific objectives which guided the construction of the survey were:

- To comply with Section 55841, Title 5 of the *California Code of Regulations*, which states that:

  > "The governing board of a district shall, on or before August 31st, in each year, report to the Chancellor on the condition of the district libraries, for the year ending June 30th preceding. The report shall, in addition to other matters deemed expedient by the governing board or the librarians, contain such statistical and other information as is deemed desirable by the Chancellor. For this purpose the Chancellor may send to the districts instructions or question blanks so as to obtain the material for a comparative study of library conditions in the state."

- To develop and implement a uniform data collection instrument for the California Community Colleges;

- To provide the beginnings of a database for comparison and systemwide planning;

- To enable the Chancellor's Office to compare California Community Colleges Library and Learning Resources Program with other programs nationally, and against standards from the American Library Association and the Association of Educational Communications Technology for two-year technical, community and junior colleges; and

- To identify the diversity of resources, programs, and services provided by the California Community Colleges.

Based on these objectives, the survey instrument was further organized along seven components including:

1. Organization and physical facilities.
2. Expenditures.
3. Personnel.
4. Program services and population serviced.
5. Collection.
6. Utilization, user contacts and hours of service.
7. Systemwide access to information.

In administering the survey, an effort was made to reach each of the 104 public Community Colleges in California with known programs. The survey instrument was distributed to the colleges the first week of April 1990, with a requested return date of April 27. An active follow-up process resulted in a 99 percent response to the survey.

Limitations of the Data

Though the survey achieved a 99 percent response rate, not every college responded to all questions. Inconsistencies in the ways in which data were collected, institutions not returning data or returning partial data, affect the confidence level attributable to the inferences, which may be made from the tables printed in the succeeding chapters of this document.

Data on student enrollment, student ethnic composition, and the stratification of enrollment were supplied by the Research and Analysis unit of the Chancellor's Office. In addition, the Chancellor's Office annual Space Inventory, which is produced by the Facilities Planning and Utilization unit, was included to assist in the completion of the survey.

A major problem involved in the data gathering process lay not with the colleges but with the Chancellor's Office methodology of data gathering for multicollege districts. Credit average daily attendance (ADA) and expenditures are collected by districts and not by individual colleges. The criteria for national standards and program comparison, on the other hand, provides data for individual institutions and full-time equivalent students as opposed to ADA. The ADA issues will be resolved with the implementation of Program-Based Funding; however, the problem of aggregate multicollege district data versus single-college data, will continue to be a problem.

Summary of Survey Findings

This section examines some of the data reported by the Library and Learning Resources Program in the State of California. The data presented in the succeeding pages are open to interpretation since different institutions administer, budget, and

house their learning resources program in a variety of ways reflecting the objectives of the institution itself and scope of services offered by the individual College Library and Learning Resources Program.

These data have been compared and contrasted among and between institutions of comparable enrollment, the student ethnic composition, and by geographic regions. Analyses of this nature enables the depiction of gaps in service levels that may require better, more consistent, and cooperative planning on the part of an institutions administration to improve and streamline its Library and Learning Resources Program. Relevant data figures and summaries of each are included, but the attempt was to provide a partial analysis in hopes of assisting the readers in their own examination of the data.

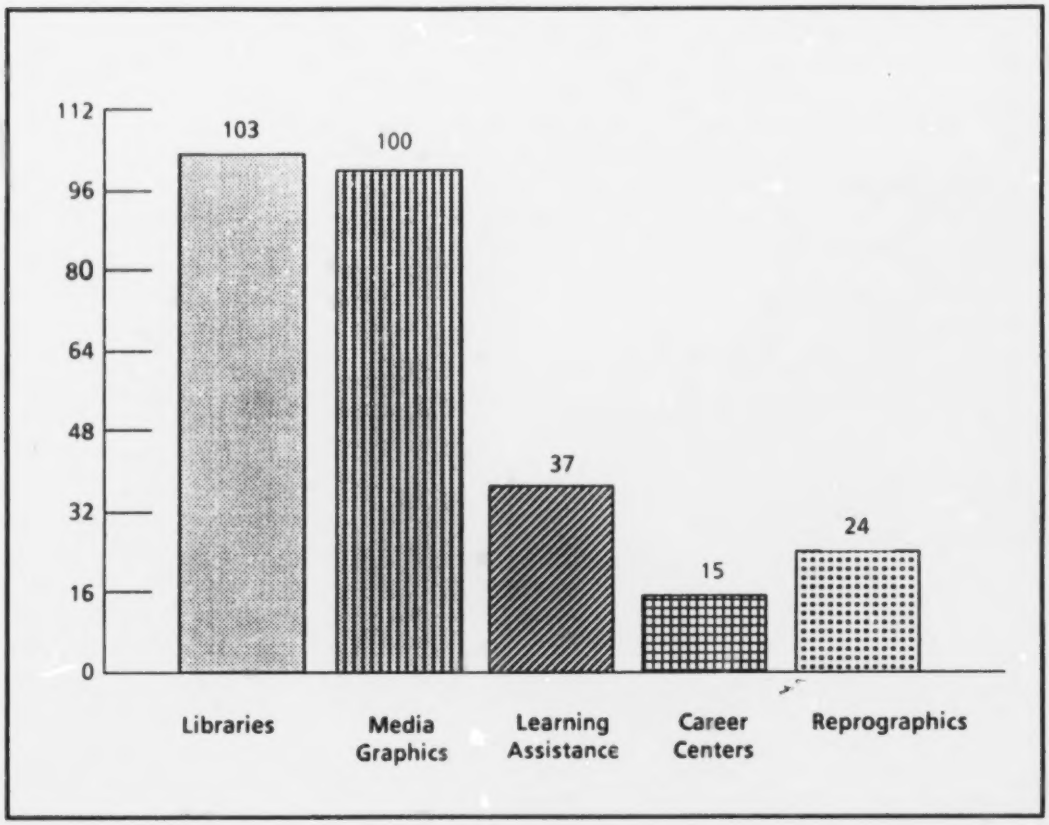
Programs

Systemwide, these data indicate that the college programs are abreast of national trends and are equally as diverse in their functions, collections, programs, and organizational structure. However, there is a degree of commonality in the functions, services, and resources. Figure 1 illustrates the broad scope of programs rendered to learning and instruction by the responding 103 Library and Learning Resources Program. All of the colleges provide library programs and 97% include media/graphics and audio-visual programs. More than one-third (36%) include learning assistance/tutoring and microcomputer programs. Career centers and reprographics are included in 15% and 23% of the operations, respectively. Other programs which some Library and Learning Resources Program provides include staff development, telecourse operations, assessment, development skills labs (reading, writing, math, and language), Greater Avenues for Independence (GAIN), and Broadcast Media. The reason for the diversity of components was not addressed in this survey.

Figure 1

Library and Learning Resources Programs

(as of June 30, 1989)



Collection

More than 7,000,000 items are in the Community College Library and Learning Resources Program statewide. Of these items, 480,000 (or 6.9%) are audio-visual media; nearly 8,000 are other media, and approximately 6,600,000 (or 92%) are books and bound volumes. College book collections ranged from a low of 7,500 volumes to a high of 164,000 volumes. The majority of the college collections are in 50,000-80,000 volume range. Five colleges have collections smaller than the 20,000-volume base standard established by national standards and most recently, by the Community Colleges Program-Based Funding standards. Thirteen colleges have collections of more than 100,000 volumes.

The demographic distribution of the colleges with the largest collections are scattered throughout the state, but the majority are in the greater Los Angeles area. With the exception of two, all are large suburban or urban populations. The populations they serve are predominantly Caucasian, with three colleges serving Hispanic populations, and the remaining two serving an African American population.

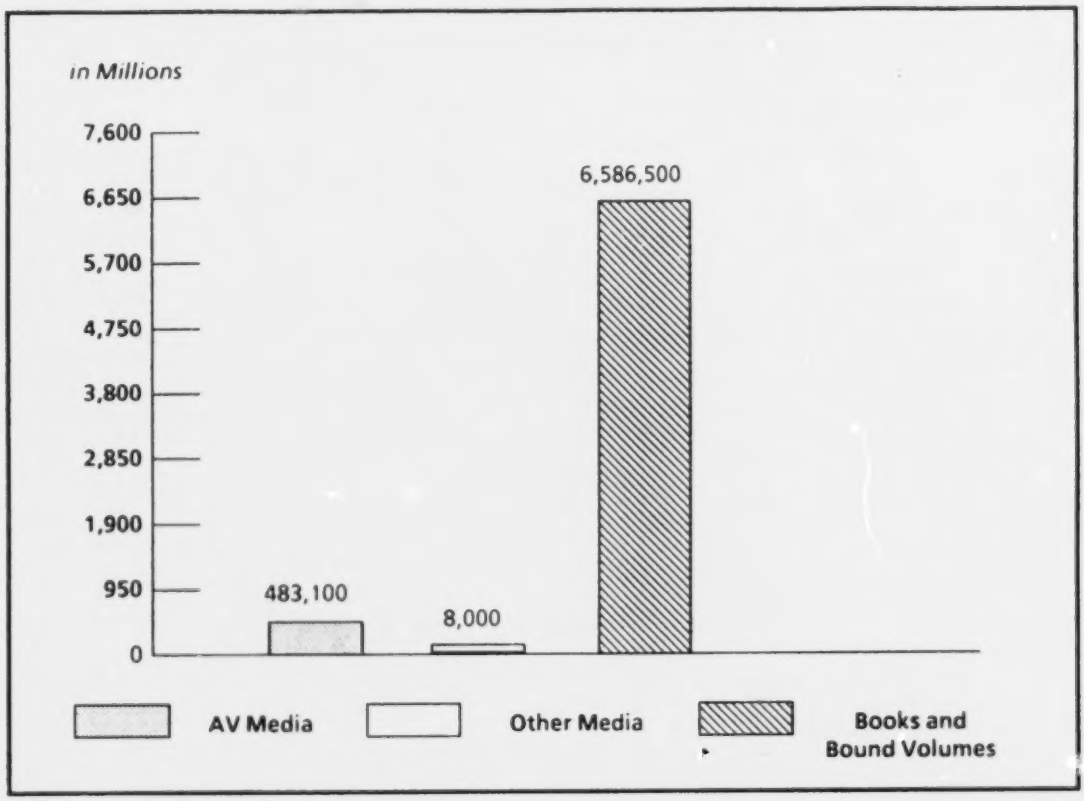
Of the five colleges with the smallest collections, three are small rural institutions, and the other two are medium small suburban institutions. The dominant student population served by each of these colleges is Caucasian. Two of the colleges are in multicollege districts, and the others are in single college districts.

Periodical collections ranged from a low of 51 to a high of 1,275 current titles. In addition to books and periodicals, most Library and Learning Resources Program reported significant collections of audio-visual media, computer media, and microforms. This emphasis indicates the Community Colleges Library and Learning Resources Program recognize different learning styles and is attempting to accommodate students and faculty. Less than five colleges meet the periodical standard for their Full-Time Equivalent Student category. Only two colleges in the system meet both the volume and subscription count in 1988-89. An aggregate of the collection by material type is included in Figure 2.

Figure 2

The Library and Learning Resources Inventory

by Scope and Size, Fiscal Year 1988-89



Systemwide students and faculty do not have equal access to the wealth of instructional resources housed in the California Community Colleges Library and Learning Resources Program. Some deficiencies are more obvious than others but all contribute to inequitable access of information for students and faculty. Access is affected by:

- the hours of operation;
- the capacity of the facility to accommodate the programs and resources;
- the availability of qualified personnel to provide assistance and instruction;
- the comprehensiveness of a colleges library and learning resources program;

- nonparticipation in resource sharing or networking;
- the inability to access electronic databases or new information technologies;
- the ability to develop and maintain an adequate and current collection that reflects;
- the depth and breadth of the discipline;
- a variety of formats and languages that addresses diversity in comprehension and cognitive educational level;
- programs that do not address student diversity, curriculum diversity, or underprepared students; and
- the information literacy skills of the students.

Instruction

Access and student success in an educational or learning environment can be linked to their effective acquisition of knowledge, and their ability to retrieve and utilize data and information via traditional or emerging technologies. This ability is known as information literacy. Library and Learning Resources Programs provide one of the most important access points to information resources for students to acquire knowledge outside of formal classroom instruction. The literature reveals, however, that incoming college students, even those who have had prior library instruction are not information literate and thus are unable to use academic libraries. This issue of knowledge acquisition, information literacy, and student success becomes especially critical for when one looks at the disproportionate number of students who are underprepared for postsecondary education or the workplace.

According to a 1986 report commissioned by the California Department of Education, the majority of K-12 libraries in the state do not have professional certificated librarians. California spent less on books than the national average and expenditures for audio-visuals and computer software materials ranks in 49 and 45, respectively. The report further indicates that less than 48 percent of the schools with professional librarians offer a sequential program in library retrieval skills. Thus, it is apparent that the state's K-12 schools are not in a position to certify that the majority of students are skilled in the information search process or retrieval of information, especially utilizing new and emerging informational retrieval technologies.

Thus, postsecondary institutions throughout the country have offered instruction in bibliographic and or information retrieval skills for a number of years. Some programs are (independent) stand-alones; others are specific and many are mandatory.

More than 13,000 orientations, tours or lectures in library instruction were taught by one-half of our system institutions. 180,000 students were involved in this instructional process. It is of note that even our smallest institutions provide this service to students.

Studies further indicate that without a service of this nature, many students regardless of their academic experience would not be as successful in their educational progress. Regardless of the delivery format, library instruction provides information that is not disseminated in an organized method to the student population at other educational levels or in other disciplines.

Fifty-one colleges offer instruction which is credited to the Library and Learning Resources Programs. The universally accepted course title is Bibliographic Instruction. It is the instruction of library research techniques and can assume many forms ranging from programmed instruction, to workbooks with library exercises, to separate library skills courses for credit, or audio-visual presentations for individual or group use.

Systemwide, 209 sections of credit bibliographic instruction courses are offered by Community College Library and Learning Resources Program. More than 5,500 students completed these courses with one college having the highest student completion rate of 17 percent. Fourteen colleges reported student completion greater than 100.

In addition to Bibliographic Instruction courses credited to the Library and Learning Resources Program, faculty librarians are also involved in teaching these courses which generate credit for other academic disciplines. Systemwide there were 73 courses offered and 140 sections with 1,552 students completing. The structural uniformity of these courses systemwide is unknown and a subject for future studies.

It appears that the Bibliographic Instruction credit courses under the auspices of Library and Learning Resources Program have a higher student completion rate than credit courses offered thru other disciplines. An in-depth analysis of these programs should be a topic for further systemwide review and action.

Access and Utilization

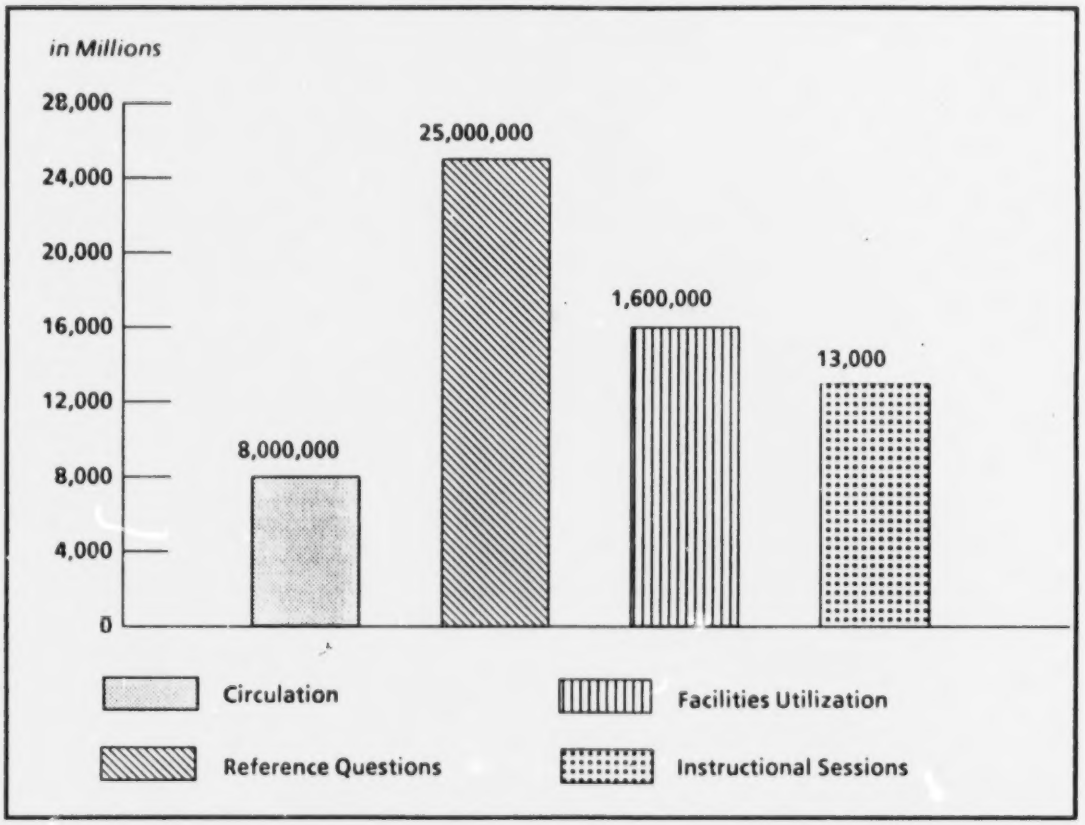
Figure 3 shows the utilization of Library and Learning Resources Program and Services. Systemwide, California Community Colleges Library and Learning Resources Program circulated more than 8 million resources, responded to more than 1,600,000 reference questions, conducted more than 13,000 instructional sessions in library instruction, and enabled more than 25,000,000 persons to utilize the facilities to conduct research, study, and receive other programs and services. (These figures probably understate the full use of information resources, since much of the usage is not accounted for, especially where there is open access to information on microforms,

on-line and compact disk (CD) databases, computer assisted instruction stations and other interactive information technologies. It should also be noted that since 37 or 38% of the responding colleges did not report the numbers of persons that utilize the facility, the 25,000,000 figure might be increased by that percent.)

Figure 3

Utilization of Library and Learning Resources Facilities

(as of June 30, 1989)



The 69 colleges able to distinguish community users reported that more than 35,000 (or less than 7%) of the 25 million persons were using Community College information resources and facilities were non Community College students or faculty. Although the practice is limited, a few Community College libraries do function as public libraries, in the absence of such and thus have either registered borrowers or charge a fee for non-students to utilize their collection. (This survey did not attempt to ascertain the programs or services rendered to community users.)

Of particular importance is the finding suggested by these data that there is a significant disparity in access to Library and Learning Resources Program and services by students and faculty between colleges. Thus, while the average number of hours library and media are accessible to students and faculty is 64 and 61 hours per week respectively, the range of hours is quite wide, from a low of 39.5 to a high of 127.5 hours, for library programs, and a low of 20 to a high of 93 for media programs. Fifty-two percent of the libraries, and 46% of the media programs in Community Colleges are below the systemwide averages for hours of access.

Significant also is the fact that systemwide, the majority of resources and programs are not accessible on weekends or for extended evening access (after 9:00 p.m.). This is of concern for a student population that is largely employed during the day and attends college at night. Forty-six percent of the colleges do provide library access on Saturdays, and 20% provide media access, but only 15% of the programs are accessible on Sunday. (In some instances, weekend and extended evening hours are underwritten by the College's Associated Student Councils.)

Access to Library and Learning Resources Program and Services is also often restricted where the size of facilities is insufficient to accommodate the collections, students, functions, services, and personnel.

Facilities

The square footage and seating of the libraries and media facilities vary greatly regardless of the size and scope of each Community College. Collectively the programs are housed in approximately 2,288,329 assignable square feet (ASF) and can accommodate approximately 2.7% of the 1.5 million students at one time. Two institutions, one small rural and the other medium small suburban, both serving predominantly Caucasian populations can only seat 40 persons each. Two Colleges were able to accommodate 10% or more of their FTES. One is a small rural College that serves a predominantly Caucasian population, and the other a large urban College serving a predominantly African American population.

While one recognizes that many Library and Learning Resources Program support learning at a distance with telecommunications, the literature suggests that more seating will be needed as current trends in individualized interactive learning will call for increased usage of Library and Learning Resources Center facilities. No attempt was made to ascertain the capacity of each facility to accommodate new technologies, nor the adequacy of current space to meet the needs of the learners, the programs and services of the Library and Learning Resources Program. Further studies need to be undertaken to more specifically address these and other facility concerns.

Campus visits and capital outlay project proposals indicate the colleges continue to submit requests for new construction or remodeling of Library and Learning

Resources facilities in an effort to accommodate growth, technological changes, and for programmatic needs.

Personnel

Access to qualified personnel and a clear delineation of services and functions are as necessary for Library and Learning Resources Program and Services as the resources themselves. The study revealed that there is a lack of uniformity in personnel titles, organizational structure, and insufficient personnel to accomplish the varied programs and services of California Community Colleges Library and Learning Resources Program.

More than 2,200 full- and part-time persons excluding students who are employed in these programs systemwide. Of that number 1,369 are classified employees, 339 are library or media faculty, and 121 are management or supervisory. Assuming all things equal, personnel would average out to 21 persons per college program. The mean, however, is 3.3 library or media faculty, 1.2 managers, and 13.3 classified per college program.

The title of the person directing the Library and Learning Resources Program varies diversely throughout the system. Seven colleges did not respond to this section, however, of the respondents they indicated that there are 30 position titles used systemwide. Of that number most (11%) carry the title of director, Learning Resources Center, and 9.8% are administered by deans of Learning Resources Centers. The remaining titles are listed in Figure 4. Many persons carry a title that appears to be administrative, e.g. head librarian, director library media center, coordinator, however, they are faculty.

Figure 4

Titles of persons directing Library and Learning Resources Programs in the California Community Colleges

Assistant Dean, Library Resources Center
Assistant Dean, Instruction, Outreach and Learning Resources
Assistant Dean, Instructional Services
Associate Dean, College Services
Associate Dean, Instruction
Associate Dean, Instructional Services and Library
Associate Dean, Library Resources Center
Chair, Library Services
Chief Librarian
College Librarian
Coordinator
Coordinator, Libraries
Coordinator, Library and Media Services
Dean, Academic Affairs
Dean, Instruction
Dean, Instructional Services
Dean, Learning Services
Dean, School of Educational Research and Institutional Research
Director, Instructional Services
Director, Library Media
Director, Library Media and Tutorial
Director, Library Services
Executive Dean, Instruction and Instructional Support
Head Librarian
Interim Vice President, Library and Media Services
Learning Resources Chair
Librarian
Librarian
Library Chair
Library Director

Fifty percent of the programs indicated that they have at least one full-time administrator. Of the responding colleges, 79% systemwide indicated that library and media programs are administered by the same person. Twenty four percent of the programs do not have a full-time administrator, and in 17% of the programs the administrator also serves as the librarian and vice versa. This may account for the 8 programs that have less than one full-time library or media faculty person. The total number of library and media personnel range a low of 1 to a high of 36.

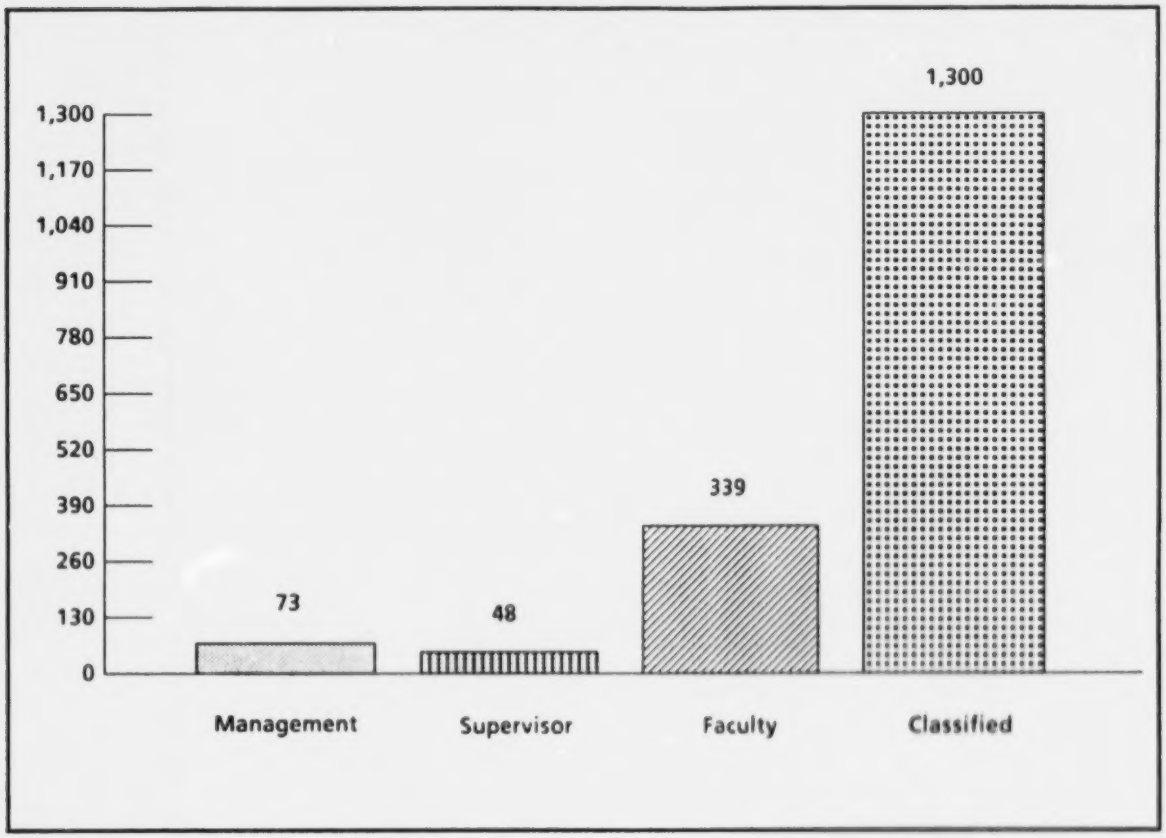
Classified personnel are referred to unanimously as clerical, para-professional or technical, depending upon the policies of the individual colleges. The services of student workers are heavily used in most Library and Learning Resources Program. Students worked more than 1,300,000 hours but are not included in the personnel totals because of their tenuous status.

Figure 5 shows a summary and the percentage of personnel employed in Library and Learning Resources Program for the three personnel categories. It demonstrates the numbers and proportions of management, faculty, technical/clerical, and student aides working in Community College Library and Learning Resources Program Centers systemwide in 1988-89. Based on the data, one surmises that a number of programs are inadequately staffed for the variety of programs and services they administer. Programs that are inadequately staffed and that disburse qualified personnel thinly are unable to ensure equity of access.

Figure 5

Summary of Personnel in Library Learning Resources Centers

(as of 1988-89)



Networking and Resource Sharing

Networking is another access avenue to the more than 7 million shareable resources in the California Community Colleges. The concept was established by libraries decades ago to improve resource sharing and to provide better services and programs to its users. Participation in networks or cooperatives is voluntary and enables libraries of all types and sizes to strengthen library services and programs. Benefits derived by participating libraries include greater access to a broader range of holdings, shared costs, volume discounts, the increased ability to keep pace with the needs of patrons through interlibrary borrowing and lending, and access to automated functions and technologies.

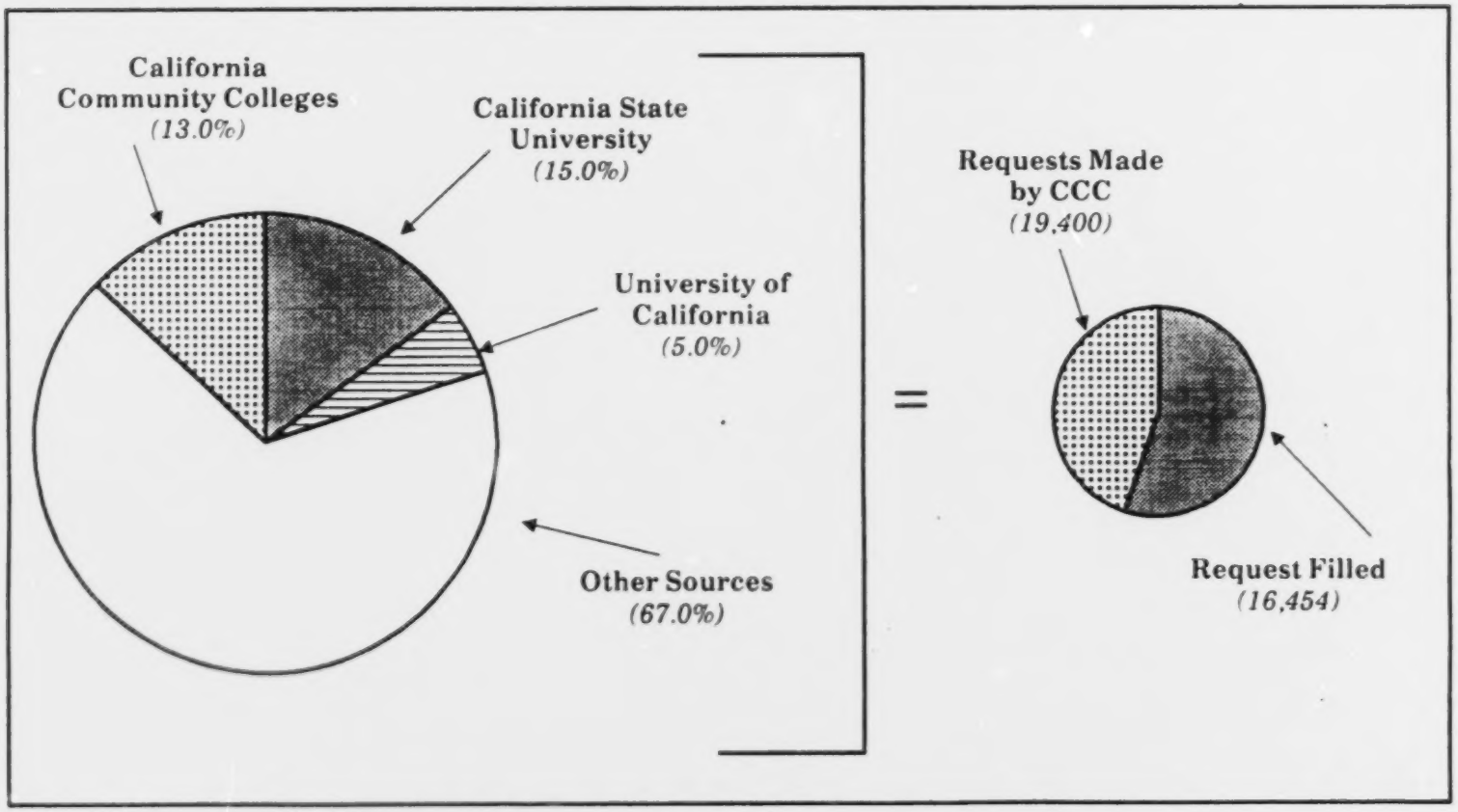
Although the resources of the California Community Colleges are not easily distributed or accessible to its students or faculty systemwide like the University of California (UC) and the California State Universities (CSU), systemwide nearly 14,000 items were requested for interlibrary loan from the California Community Colleges. The Community College system was able to fill 81% of the requested items. Of that number 12% were filled for other Community Colleges, 3.5% for the CSU's and the majority of the request 40% for other institutions, which could be public, private, academic, special, or school libraries.

Fifty-one percent of the requested items were monographs, 18.4% periodicals, and the combination of the other items requested made up less than 9%. Eighteen colleges filled more than 9,000 requests, an average of 504 items per institution.

Figure 6 Services – Interlibrary Loan Requests – indicates that in 1988-89, Library and Learning Resources Program borrowed 16,454 items. Contrary to popular belief that Community Colleges do not own the resources to share among themselves, the data indicates that 13% of the requested items were filled by Community Colleges, 15% of the requested items were filled by the California State University, and less than 5% by the University of California. The bulk of the items filled, however, were by other types of libraries. This category includes public, private academic, special, and school libraries.

Figure 6

Summary
Interlibrary Loan Requests
California Community Colleges



At 43%, and 28% respectively, we find that monographs and periodicals make up the bulk of interlibrary loan request filled.

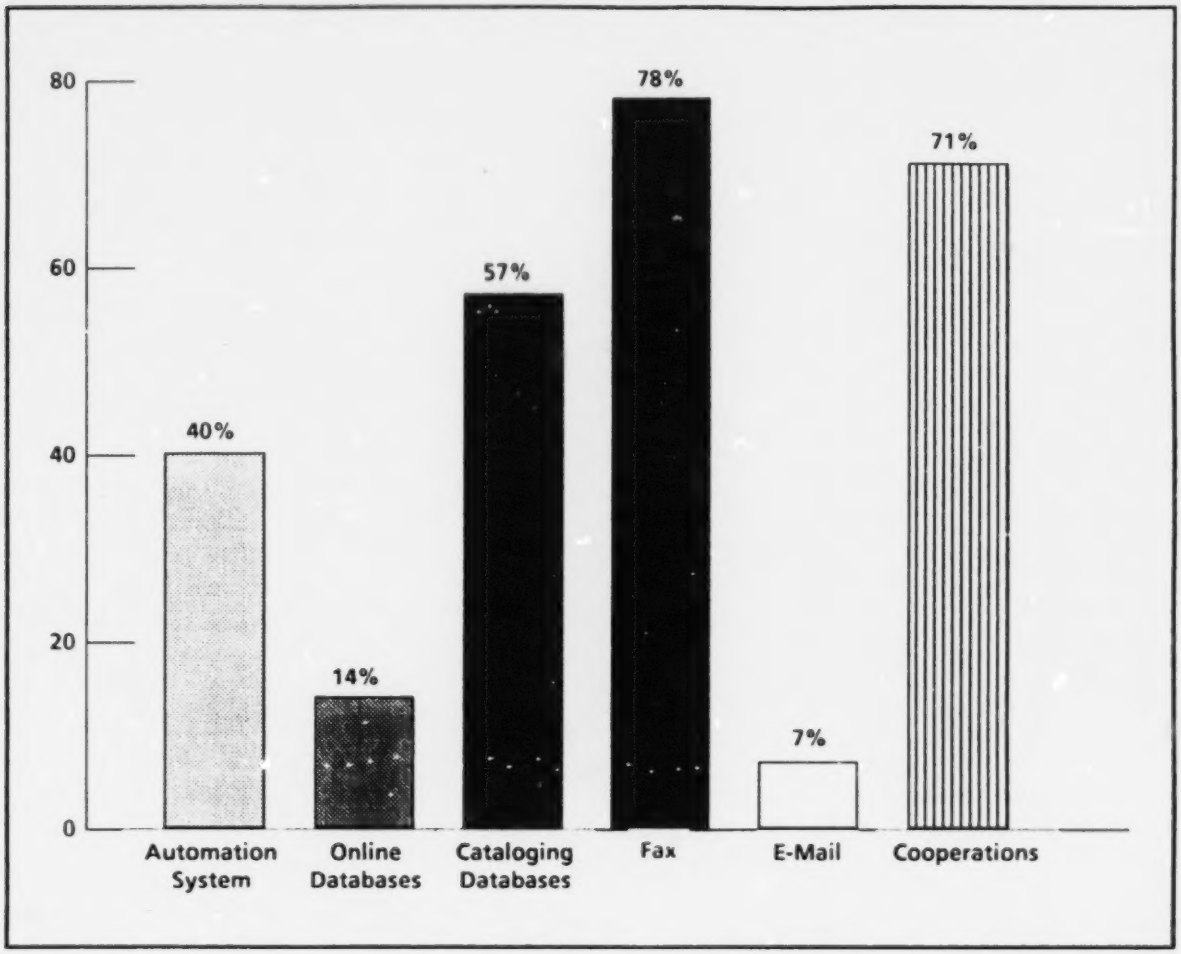
Sharing of the system resources has been restricted within the system because the Community College system does not have a cataloging database that is accessible districtwide, regionally or systemwide, nor are there telecommunications networks that would facilitate intra-system access to the cataloging database.

Sixty-nine percent of the responding Community Colleges programs have entered into some type of formal or informal networks or cooperatives, to share resources. The majority of these cooperatives stem from the public library system, however, a few of the cooperatives are formed around subject areas such as the Health Library Cooperatives, the linking of academic institutions such as the Inland Empire Academic Library Cooperative in Southern California or associations like the Learning Resources Association of the California Community Colleges.

Increasingly, networks have come to rely on computers and telecommunications to share resources. The primary impact of technology has been to improve access and enhance the speed of locating and delivering of needed shareable items. However, not all the Colleges have the technology, finances, resources sharing tools, or personnel to participate either partially or to take full advantage of networks. The compilation of data in Figure 7 represents information gathered by the survey that reflects the resource sharing and networking capabilities of Library and Learning Resources Program in the California Community Colleges.

Figure 7

Resource Sharing Capabilities



Forty institutions reported cost figures in the area of automation. However, this may not accurately reflect the extent of automation in the system because as several Colleges indicated these costs are included under other budgetary units with the institution and or district. Because the survey did not request respondents to detail the extent of automation in their Library and Learning Resources Program further specifics cannot be furnished. The extent and degree of automated linkages among Community College Library and Learning Resources Program will be the focus of future surveys.

Automated library and media activities such as cataloging databases, circulation systems, on-line catalog, or media booking are not generally considered to be learning resources, however, for the purposes of this report, the presence of these systems in the Library and Learning Resources Program environment does show a commitment on the part of the College or district to automate some portion, if not all Library and Learning Resources Program operations.

Thirty-four percent of the colleges note cost figures for on-line databases, however, it should be noted that only 14% of the Community Colleges indicate they use specific on-line databases, and 25% access one of two national cataloging databases. This discrepancy could reflect the definitions provided, or the individual interpretations of the definitions, or be an indication of standalone or dedicated systems. Nevertheless, only one-fifth of the Colleges had access to, and contributed to, a shared cataloging database.

Cataloging databases are essential to resource sharing, networking, and automation. There are several cataloging databases and automated library systems. Like the networking concept, they were advanced by the development of a standard machine-readable cataloging (MARC) format for bibliographic cataloging. The advent of this MARC standard in the 1960s facilitated networks that offered MARC-formatted records. One such network, the Ohio College Library Center (OCLC), a not-for-profit cooperative system, was established in 1967, to serve as a resource for cataloging and the distribution of other information. In the years since, many libraries outside of Ohio have joined OCLC for the purpose of sharing cataloging, bibliographic searching, interlibrary loans, and acquisition services. In 1981, OCLC's name was changed to On-Line Computer Library Center to reflect the fact that OCLC has become a national and international multi-type library network.

OCLC has changed library operations dramatically, as well as paved the way for local library automation. Although several national cooperatives and or networks have emerged since 1967, OCLC remains the largest with more than 11,000 members worldwide, and a database in excess of 22 million records accessible through more than 9,000 terminals. Though originally intended as a service center for Ohio college libraries, OCLC has developed into a completely independent entity without state affiliation. Many California libraries have built their databases and loaded local automated catalog systems from archive tapes obtained from OCLC. Libraries pay an annual membership fee and fees for accessing the OCLC databases in addition to transaction type fees.

According to the data, 57 of the California Community Colleges libraries are members of national cooperatives. Fifty-two percent are in OCLC, and the others in either RLIN (Research Libraries Network) or Bibliofile. The remainder are not members of a cataloging database or cooperative and in most instances do not have access to the records or services of such. This further restricts resource sharing among California Community Colleges, the California academic community, and the

library community-at-large – both in-state and nationally. In addition, the systems single most economic development resource has been overlooked.

The beginnings of a communications system among these libraries is in place, as 75% of the Colleges' programs have access to facsimile technology. In addition, our system is participating in the California State Libraries Multi-Type Networking Project. This project, when funded will address the resource sharing needs of Californias. It is a stipulation of the project that participating institutions shall continue to build their collections to support their immediate clientele.

The willingness or dependence of Community Colleges Library and Learning Resources Program to share resources and work cooperatively is reflected in the interlibrary loan activity, participation in California's Multi-Type Networking Project and other activities that developed from grassroots operations. This survey did not attempt to determine benefits or activities of the cooperatives but it is known that via their cooperatives, some colleges are sharing in automated databases, a large majority are participating actively in interlibrary loan activities, and many are receiving the benefits of staff development workshops, services for the disabled, audio-visual rental services, materials delivery systems, union lists and back-up reference service.

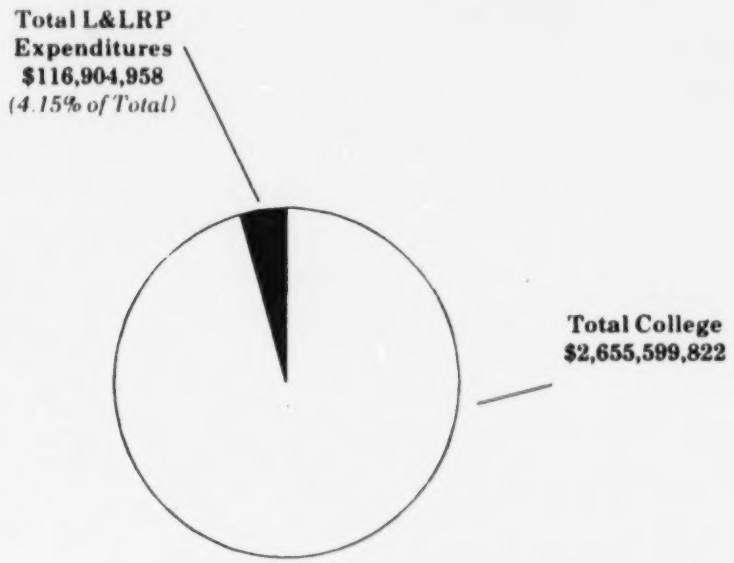
Expenditures

As we have seen, technology has had an extremely significant and an unprecedented impact on virtually every area, function, and service of libraries over the last two decades. New services as well as increased efficiencies in existing services have resulted, along with improved and newer services made possible through the use of new technologies has come an unprecedented fiscal impact requiring new commitments and significant reallocations of resources to keep pace within the information age. This has compounded the stress on already strained library budgets that have not attained national standards in collections, personnel, services, and facilities.

Figure 8 draws together financial data collected by the survey and is computed to show a total percentage of institutional commitment to the operation of the Library and Learning Resources Program expenditures per FTES.

Figure 8

Total Statewide Library and Learning Resources Expenditures as a Percent of Total College Expenditures



Admitting that certain low percentages could be the result of irregularities in the reported data, the average for California Community Colleges seems to rest near the figure of 4.14% reflecting a serious need to adjust institutional allocations to approach even the lower percentages (6%) that is recommended by the Statement on "Quantitative Standards for Two-Year College Learning Resource Centers" (1979), and the American Library Association, the Association for Educational Communications and Technology "Standards for Two-Year Technical and Community Colleges (1990).

Experience indicates that a fully developed Library and Learning Resources Program will usually require from 7 to 12 percent of the educational and general budget of the institution, whether they are separately identified as learning resources or diffused in a multiple number of accounts.

In general, less that 12 percent do very well in the provision for library resources and services with their current constrained budgets. The need to embrace costly newer information technologies combined with the failure to fund traditional Library and

Learning Resources Program at a national standard level continues to place California Community College students and faculty in a position of scholarship and research jeopardy as they continue to access sub-standard Library and Learning Resources.

Comparison of the California Community Colleges to National and State Standards for Two-Year Technical and Community Colleges

This section compares the status of California Community Colleges Library and Learning Resources Program first with other two-year technical and community colleges nationally, and secondly against California's own implemented Program-Based Funding Standards.

National

An additional perspective on learning resources program is gained by comparing California Community Colleges with community colleges in other large industrial states during 1988-89 and with states which have 40 or more accredited institutions in the same category. Our comparisons derived from a uniform *Academic Libraries* database collected by the California Department of Education (CDE). *The Academic Library Survey*, which contains summaries of the 1988-89 *Integrated Postsecondary Education Data System* (IPEDS) survey. IPEDS is the California Department of Education's vehicle for collecting data from all postsecondary institutions in the United States. Other surveys included within IPEDS are Institutional Characteristics, Fall Enrollment Completions, Finance, Faculty Salaries and Staff. IPEDS is an extension or earlier data efforts by the National Center for Education (NCES). The data identified for comparison is for all less than four-year educational institutions that have higher education accreditation and that are recognized by the United States Secretary of Education.

The *Academic Libraries Survey* has been carried out by NCES since 1966. Although there have been changes in the form over the years, the series is generally considered to be continuous. Beginning with the 1990 survey, this series will be conducted on a two-year cycle.

Since the *Academic Libraries* publication includes all two-year public and private-for-profit institutions, the comparisons in this section of the status report includes all institutions of higher education in each state that are accredited institutions of less that four years.

The 13 states selected for comparison were based on the 8 other large industrial states that were identified in the Funding Gap Study and those with 40 are more accredited institutions of higher education that are less than four year. The selected states were: Alabama, Georgia, Illinois, Florida, New York, Texas, Pennsylvania, Ohio, Washington, Arizona, Michigan, and North Carolina. California has the

greatest number of institutions in this category with 129 followed by New York with 86 and Arizona had the least with 19 institutions.

Michigan's libraries are accessible more hours than any other states being used in this comparison (see Table 1). California is a distant second with the gap being 192 hours. Eighty-nine of the colleges in California are open between 60-70 hours, 32 between 40 and 59, and at the extremes, there are two libraries open less than 20 hours a week and three that are open more than 120 hours per week. Of the majority of the 1,357 libraries in this category, 900 are open between 60-79 hours a week. Twenty libraries are open more than 120 hours per week, of that number three are in California and Michigan respectively. Three other states in this comparison have one or more libraries whose hours exceed 120 hours per week.

Table 1

Based on 1988-89 IPED

States	Total Libraries	Hours	Less than 20 hrs.	40-59 hrs.	60-79 hrs.	80-99 hrs.	100-119 hrs.	120 + hrs.
Alabama	48	2,733	4	13	30	0	0	0
Arizona	19	1,748	1	2	14	1	0	1
California	129	8,417	2	32	89	2	0	3
Florida	42	2,808	1	10	29	1	0	1
Georgia	42	2,701	1	10	30	0	0	0
Illinois	62	4,187	0	12	47	2	1	0
Michigan	35	8,609	1	7	24	0	0	3
New York	86	5,623	0	20	53	7	2	1
North Carolina	73	4,860	0	7	64	0	0	2
Ohio	64	3,983	1	18	41	0	0	0
Pennsylvania	79	5,299	1	22	50	4	1	0
Texas	73	4,806	1	8	53	10	0	0
Washington	29	1,745	1	8	20	0	0	0
Total 50 States	**1,357**	**96,910**	**19**	**329**	**900**	**53**	**6**	**20**

Number of libraries by category of public service hours per typical week, and public service hours per typical week of all libraries in less than four-year higher education institutions.

Although not open the most hours, Florida has the greatest number of weekly transactions in the areas of facilities utilization, reference assistance, on-line searches, and presentations (refer to Table 2). Florida is followed by California, New York and Illinois. Michigan and California conduct the most on-line reference transactions followed by Texas, Ohio, Illinois, Pennsylvania, and Alabama. On-line reference transactions in Ohio, Illinois, and Florida may be low because of the

integrated multi-type networking systems within these respective states. A network of this nature may reduce the number of transactions in this area.

Table 2

Based on 1988-89 IPED

States	Total Libraries	Attendance Fac. Library	Reference	On-line	Presen-tation	Persons Served
Alabama	48	68,716	8,987	500	192	3,486
Arizona	19	55,452	4,973	185	59	1,284
California	129	534,287	40,123	2,185	431	13,111
Florida	42	747,103	48,446	350	925	20,516
Georgia	42	80,798	6,536	338	136	4,012
Illinois	62	202,666	21,299	583	208	3,904
Michigan	35	99,860	9,827	3,105	502	9,593
New York	86	216,975	26,659	470	341	9,837
North Carolina	73	73,407	13,120	112	241	4,963
Ohio	64	87,444	9,770	682	260	4,885
Pennsylvania	79	130,998	12,482	545	257	5,024
Texas	73	195,988	30,131	1,506	311	8,021
Washington	29	97,817	6,460	123	21	290
Total 50 States	**1,357**	**3,563,203**	**371,363**	**20,782**	**5,644**	**124,247**

Number of individuals served by week, by type of library service, number of reference transactions, on-line database searches,and all libraries in less than four-year higher education institutions

With respect to collection size, nationally 469 colleges have collections that are less than 20,000 volumes and 26 of these are in California (refer to Table 3). Pennsylvania, New York, and Ohio have the greatest number of institutions that are in this category. Although we are not able to identify all of the institutions in this category, the author surmises that those institutions in New York are not part of either state system of public higher education as a report produced by the City University of New York (CUNY) system indicates that all of the community colleges in New York State meet and or exceed the American Library Association Standards for two-year colleges (*College and University Libraries Survey*, Fall 1989). Of the 13 states compared, only Florida and Texas have collections greater than 250,000. Collections in 56 of the California Community Colleges libraries range between 50,000-99,999.

Table 3

Based on 1988-89 IPED

States	Total Libraries	Volumes held at end of year	Less than 19,999	20,000-29,999	30,000-49,999	50,000-99,999	100,000-249,999	250,000-499,999
Alabama	48	1,586,293	13	5	21	9	0	0
Arizona	19	946,451	4	0	7	7	1	0
California	129	7,108,466	26	6	27	56	14	0
Florida	42	2,952,086	13	3	5	13	6	2
Georgia	42	1,623,887	13	4	13	10	2	0
Illinois	62	2,728,819	15	6	20	16	5	0
Michigan	35	1,752,507	6	6	10	10	3	0
New York	86	3,731,510	38	1	13	28	6	0
N. Carolina	73	2,258,797	18	25	21	9	0	0
Ohio	64	1,952,727	33	9	9	11	2	0
Pennsylvania	79	2,618,753	40	6	20	11	2	0
Texas	73	3,704,605	16	5	24	21	6	1
Washington	29	1,157,093	4	3	15	7	0	0
Total 50 States	1,357	53,187,479	469	165	358	300	59	6

Number of libraries by category of number of volumes of books, bound serials and government documents held at the end of the year, and number of volumes of books, bound serials and government document in all libraries in less than four-year higher education institutions.

California has significantly more libraries than any other state, however each of five states spends more of their total library operating expenditures on collections (Table 4). The national average for collections as per the 1988 IPEDS is 21.4%. Eight colleges including California spend less than the national average and the remaining five are equal to or above the average.

Table 4

Based on 1988-89 IPED

States	Total Libraries	Total Operating Exp. (0001s)	Collection Exp. Totals (0001s)	% of Total Oper. Exp. for Collection
Alabama	48	8,453	1,813	21.4
Arizona	19	6,834	1,384	20.1
California	129	49,943	9,566	19.2
Florida	42	20,831	3,829	18.4
Georgia	42	8,871	2,399	27.0
Illinois	62	18,728	3,412	18.2
Michigan	35	11,407	2,123	18.6
New York	86	24,669	4,851	19.7
North Carolina	73	15,303	3,691	24.1
Ohio	64	11,565	2,817	24.4
Pennsylvania	79	4,158	1,118	26.9
Texas	73	29,463	5,741	19.5
Washington	29	9,349	1,571	16.8
Total 50 States	**1,357**	**340,210**	**72,698**	**21.4**

Total operating expenditures by collection expenditures in all libraries in less than four-year higher education institutions.

The national average for professionals in library programs is 22.2% per institution (Table 5). Four states including California are below the national average and the remaining nine are either equal to exceed the average. New York is at the high end of the spectrum with 33.8% contrasted to California at the opposite end with 12.6%. Statewide California's Community Colleges are also below the average for other non-professional library personnel (classified) but exceed the national average for the use of student assistants.

Table 5

Based on 88-89 IPED

States	Total Libraries	Total FTE Staff	Professional Actual and Percent	Other	Student Assistant
Alabama	48	490	109 (22.2)	150 (30.6)	204 (41.6)
Arizona	19	319	60 (18.8)	125 (39.2)	127 (39.8)
California	129	3,617	455 (12.6)	862 (23.8)	2,235 (61.8)
Florida	42	997	231 (23.2)	460 (46.1)	273 (27.4)
Georgia	42	413	112 (27.1)	146 (35.9)	136 (32.9)
Illinois	62	934	201 (21.5)	362 (38.8)	355 (38.0)
Michigan	35	489	93 (19.0)	199 (40.7)	195 (39.9)
New York	86	604	204 (33.8)	202 (33.1)	171 (28.3)
North Carolina	73	561	186 (33.2)	247 (44.0)	121 (21.6)
Ohio	64	573	147 (25.7)	177 (30.9)	209 (36.5)
Pennsylvania	79	703	189 (26.9)	270 (33.4)	193 (27.5)
Texas	73	1,296	302 (23.3)	578 (44.6)	409 (31.6)
Washington	29	429	97 (22.6)	202 (47.1)	127 (29.6)
Total 50 States	**1,357**	**17,420**	**3,872 (22.2)**	**6,071 (34.9)**	**7,024 (40.3)**

Number of FTE library staff by staff category and number of librarians and other professionals of all libraries in less than four-year higher education institutions.

State

One of the most critical findings of the recently conducted survey of Community College's Libraries and Learning Resources Program is that there are only 13 of the 103 respondents which meet one or both of the collection and personnel standards established by the Board of Governors through the Program-Based Funding regulations. This finding presents a picture of the status of these programs which suggests increased need for monitoring and accountability activities at the state-level. In order to provide a comparative context between the status of these programs at the state-level with those nationally, it should be noted that the standards adopted by the Board while most relevant for Community Colleges, are nevertheless less stringent that those already established by the American Library Association and the Association of Educational Technology and Communications.

Meeting state standards is not only important from a compliance perspective, but more so because of the role which Libraries and Learning Resources Program play in relation to the mission of instruction for Community Colleges. The quality and quantity of the Library and Learning Resources Program collection and the ability

and availability of personnel have a direct impact on the subsequent supportive role which these programs serve in support of transfer, career education, student persistence, mastery of basic skills, and English as a Second Language instruction. Given this critical linkage, it is safe to conclude from the survey findings that much work needs to be done to improve the status of Community Colleges Libraries and Learning Resources Program in order to attain parity within the state and nationally.

Appendix B

APPENDIX B

Chronology

- In 1985, the California State Library awarded a Library Services and Construction Act (LSCA) grant to the Chancellor's Office to establish a systemwide presence for Community College Library and Learning Resources Programs. Under the grant, a Library Services Coordinator and secretary were hired to begin the process of providing a centralized focus for Community College Libraries and Learning Resources Programs. This included the development of activities and services that would strengthen the provision of these programs.

- As a part of the LSCA Grant, the Chancellor's Office commissioned a study of the Facilities Standards which was completed by J. Matthews and Associates (1985). The *Matthews Study* proposed refinements and expansion of the facilities standards as well as guidelines for establishing minimum standards for print and non-print collections and personnel in libraries and media centers. A recommendation of the study, was that the Community Colleges Library and Learning Resources Programs consider developing a means of measuring what they do with the resources they have (output measures) in addition to the measurements already being collected on numbers of resources (input measures).

- A Budget Change Proposal provided a one-time expenditure of 8 million in instructional equipment and library materials categorical funding for the purchase of library and learning resources materials. This provided an infusion of funds into Library and Learning Resources Programs that had experienced severe and enduring fiscal cutbacks for more than eight years (since 1978). This fiscal condition had resulted in collections that were outdated and inadequate to meet the informational needs of the campus community.

- An extension of the Library Services and Construction Act Grant (1987) funded a study to develop standards but ended up as a draft manual of output measures for the colleges (Sherwood and Associates, 1987). The *Sherwood Report* has neither been revised to reflect the recommendations for change that came out of the first field test, nor has a plan of action been developed to complete the project.

- The 1987 Western Association of Schools and Colleges accreditation guidelines made it clear that a method for measuring service outputs should be developed. *The Handbook of Accreditation and Policy Manual* (page 34) states: "The effectiveness of an institution's resources is to be judged by how well and how much

they {resources} are actually used." A similar statement reappears again on page 35 under Standard 6B: "most important is the extent to which staff and students make use of all kinds of learning resources."

- The State Library grant extended through October 1988. Subsequently, the need was recognized by the Chancellor's Office for statewide leadership and coordination of Library and Learning Resources Programs into a comprehensive system. The Chancellor's Office submitted another Budget Change Proposal to make the coordinator, Library and Learning Resources Program Planning and Development a permanent position. The proposal was accepted and funded, effective July 1989, and the classification was approved by the Department of Personnel Administration on February 28, 1990.

Appendix C

APPENDIX C

Workplan for the Planning and Development

- The development of an annual (first) workplan and calendar;
- The constitution of a Library and Learning Resources Program Advisory Committee linked to the Consultation Process;
- The development and implementation of a uniform data collection instrument;
- A prospectus to review and identify gaps in policy documents and studies. This will be followed by the drafting of language to address the concerns and issues of Library and Learning Resources Programs; and
- The development of a bi-annual planning document for the Library and Learning Resources Program unit of the Chancellor's Office, California Community Colleges.